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ABSTRACT

Gateway High School is an alternative to the present, conventional, classroom-type instructional situation encountered in most U. S. schools. Modeled on the Parkway School in Philadelphia and the Metro School in Chicago, the project is an appeal to the disenchanted learner. To abolish the dichotomy between education and life the program obtained community resource personnel on a volunteer basis, and students went into the community for many of the courses. When the first term ended, there were 101 students enrolled -- 54 tenth graders, and 47 eleventh graders. More than 60 percent of the student population was over 17 years of age. The program aimed at (1) recapturing or creating in the student the desire for learning which might have weakened in his experience with the traditional system of education; (2) providing a broad exposure to the multiplicity of career opportunities; (3) offering special help in the basic skills; (4) rekindling and strengthening motivation for learning by a variety of learning experiences more closely linked to real life situations; and (5) aiding the student in bettering his self-image.
(Author/MLF)

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EVALUATION

GATEWAY HIGH SCHOOL

"SCHOOL WITHOUT WALLS"

1970 - 1971

Orleans Parish Public Schools
New Orleans, Louisiana

EA 004 961

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I. INTRODUCTION

HISTORY

Gateway High School, a "school without walls," is a takeoff on the Parkway School in Philadelphia and the Metro School in Chicago. The project was inaugurated by Mr. John E. O'Dowd, Jr., Director of Secondary and Vocational Education, approved by Dr. Malcolm F. Rosenberg, Jr., Assistant Superintendent for Instruction, and sanctioned for federal funding as a Compensatory Education Project, funded under Title I by Dr. Alton W. Cowan, Superintendent of Schools for Orleans Parish.

The "school without walls," later named Gateway High School, was included in the battery of 1970-1971 programs submitted by Dr. Cowan to the state authorities in Baton Rouge for approval and funding. The program received approval and funding in the summer of 1971.

A budget of $100,000.00 was established for the project, designed for 100 students, to run from September 1, 1970, to August 30, 1971.

NATURE AND PHILOSOPHY

Gateway High School is an alternative to the present, conventional, classroom-type instructional situation encountered in most U. S. schools.

It is not a vocational or technical school, or a distributive education program, nor is it a school for dropouts. Hopefully,

it is an appeal to the disenchanted learner.

The originators of the project were convinced that the dichotomy between education and life is a false creation and therefore should be abolished. Education is life -- and the community should be the setting for learning.

Countless experts in the city are at the disposal of educators, experts who are really better qualified (though not always certified) to teach the matter of their expertise than are the classroom teachers who often are more theoreticians than practitioners. The Gateway program proposes to draw on this vast reservoir of competence to aid its staff in the instruction of Gateway students. Following is a partial list of city professionals who taught in the program: lawyers, doctors, judges, medical technicians, portrait artists, stock brokers, editors, commercial artists, TV producers and cameramen, photographers, university professors and graduate students, cosmotologists, jewelers and others.

The aid of community resource personnel was sought and obtained on a volunteer basis, no remuneration being provided for services rendered.

Initial contacts and later course schedules were taken care of by staff members in each department.

In many cases, the community resource teachers could not take time off from their jobs to come to the center to their courses so the students were provided with bus tokens for attending classes

in the community, wherever they might be held. Some civics courses dealing with law met in the City Court Building, in the judges' law library, in the judges' chambers, etc. Science courses were taught by graduate students from L.S.U.N.O., in the university laboratories. Candlemaking was introduced into home economics, and portrait sketching on Jackson Square was pursued by some students under the direction of one of the local artists who had a "spot" on the square.

OBJECTIVES OF THE PROGRAM

Since the program is designed to cater to the specific needs of Title I students, the following goals were considered by the staff to be paramount:

1. To recapture or create in the student the desire for learning which might have been weakened in his experience with the traditional system of education.

2. To provide the student incidentally with a borad exposure to the multiplicity of career opportunities in the world of everyday work, enabling him to see them for himself, rather than just hear about them.

3. To offer to the student special help in the basic skills areas where he might be deficient.

4. To re-kindle and strengthen motivation for learning by variety of learning experiences more closely linked to real life situations.

5. To aid the student in bettering his self-image.

MEANS OF ACHIEVING OBJECTIVES OF THE INNOVATIVE PROGRAM

In order to achieve the foregoing objectives we proposed:

1. To destroy the walls. The school walls should no longer limit the confines of the instructional area. The city is the classroom.

2. To abolish regimentation. Students should not be scheduled by large blocks, but should be allowed free choice of a greater number of short-term courses.

3. To foster individual responsibility. Students should be allowed to assume responsibility for their own choices in curriculum and attendance.

4. To expand and enliven curricular offerings. Students should be allowed to take avantage of wider areas of investigation than those offered in the standard listing of courses.

5. To tap the reservoir of community personnel. Students should have access to the limitless resourse personnel in the community.

6. To achieve greater flexibility in the educational process. "Class" time should be allotted for activities

other than those which can be carried on inside a school building.

7. To unite city and school in the educational process. An attempt should be made to break down the wall erected in the traditional school between "education" which takes place inside the school walls, and "life" which is lived outside the school walls.

8. To provide pupil exposure to more career opportunities. An attempt should be made to draw together instructional staffs in the schools, and the world of work with its multifarious career opportunities.

9. To destroy the traditional image of the teacher as an authoritarian functionary. An important character trait in teacher selection was warmth and the ability to relate easily to students.

II. DETAILED DESCRIPTION OF PUPILS PARTICIPATING

GENERAL DESCRIPTION

In January, 121 Title I students were invited to join the Gateway program. Sixty-eight percent of the student population was over seventeen years old. Two were married, four lived alone, and three had children.

Of the 121 students invited, eight showed up to register only, but did not return for classes. Two freely elected to return to their previous schools. By the end of the first four weeks, four had quit to go to work. Two showed an inability to adjust satisfactorily to the program and were requested to return to their regular groups at school. There were 101 on roll June 4, 1971, when Gateway's first term ended.

There were fifty-four tenth graders, and forty-seven eleventh graders. There were ten white students and ninety-one black students; fifty-nine girls and forty-two boys. Over 60 percent of the student population was over seventeen years old. Seven students worked full-time, twenty worked part-time.

STUDENT OPINION OF STUDENT PERFORMANCE

Before leaving for the summer, the Gateway students were asked to fill out a general survey questionnaire concerning attitudes and opinions about the program and about themselves. In rating their own performance at their previous school and at Gateway, the students

reported higher performance at Gateway. When discussing performance at the previous school attended, 23 percent of the students said that they were working at a maximum, 30 percent indicated they worked dilligently, and 47 percent indicated that they worked enough to get by. When the same students were questioned about their Gateway performance, they indicated the following: 29 percent worked to capacity, 37 percent worked hard, and 34 percent worked enough to get by. In the opinion of the students, then, there was greater student achievement at Gateway than there had been at their previous schools.

In the area of general learning, 56 percent said that they did learn more at Gateway than they did at their last school.

Three percent described their attendance at their previous school as excellent, while 15 percent described their attendance at Gateway as excellent. From this statistic, it can be seen that in the students' opinion, their class attendance rose while attending Gateway.

OBSERVATION BY FACULTY AND STAFF

In response to another question on the general population survey, 54 percent of the students indicated that after attending Gateway, they came to think of themselves as having more ability than they formerly thought they had. Observation by the faculty and community teachers indicated a marked improvement in behavior in many of the students. Given the responsibility of traveling around the city, the students became less dependent on teachers for directions to

specific class locations. The students also became more independent in making decisions in classroom activities. One student's comment about his change in behavior revealed a possible source of change motivation. He said that Gateway gave him time to think. This aspect of the program helped many of the students begin to establish an idenity of their own.

ACADEMIC RECORDS -- PASS-FAIL REPORTS BY DEPARTMENT

Subject	Number of Students Enrolled in Each Department	Credit	No Credit	Incomplete
English	101	86	6	9
Social Studies	86	75	4	7
Mathematics	61	40	12	9
Science	63	50	5	8
Art	38	37	1	0
Foreign Language	24	22	2	0
Homemaking	35	27	1	0
Physical Education	90	80	10	0
Reading	80	75	0	5

The marking system was limited to credit, no credit, and incomplete. No failing category was established.

More students received no credit in mathematics than in any other subject. Many students were taking Algebra II and Geometry in their original schools and were not able to work with percentages,

decimals, or fractions. Being confronted with an impossible task, some of these students completely withdrew, i.e. cut class.

The students were evaluated according to progress at the end of the first nine-week period. Many were transferred to lower-level courses. It was noted that their interest grew. Statistically, the attendance of one such group increased from 71 percent to 83 percent.

The students were given credit according to specifically stated objectives. This procedure was carried out in all subject area fields. An INCOMPLETE indicated that they lacked achieving perhaps one or two objectives. The students were given the deadline June 30, 1971, to complete the required work for credit.

OBJECTIVE TESTING IN READING AND ENGLISH

A full description of the implementation of the reading program can be found in Section XIV, part 1. The English program, with analyses of its scope and results can be found in Section XIV, part 2.

III. DESCRIPTION OF THE STAFF

GATEWAY HIGH SCHOOL FACULTY

There are six members on the Gateway faculty: Miss Rose Drill, B.A., Social Studies; Miss Patricia McGuire, B.A., English; Mr. Ronald Taylor, B.S., Science and Mathematics; Mr. James Willis, Jr., B.A., Spanish and French; Miss Marian Owen, B.A., English; and Mr. H. George Rockenbaugh, Coordinator, B.A., English.

Rose Drill

Rose Drill is a graduate of Syracuse University, class of '67. Currently she is working on her Masters degree in social studies at Tulane University in New Orleans. Miss Drill has four years teaching experience, having taught one year in Boston and the remaining three in the city of New Orleans. She has served as a mainstay in securing our resource people, and has worked untiringly in constructing, administering, and interpreting the Gateway Survey. Miss Drill stresses student participation and planning in the innovative school -- a major goal of Gateway High School. She is our workhorse.

Patricia McGuire

Patricia McGuire is a graduate of Dillard University of New Orleans, class of '66. She is presently working on a M.A.T. degree at Memphis State University. She has taught in the Orleans Parish School System for five years. Her special area is drama. The Gateway Drama Group, under Miss McGuire's direction, won first place in

city-wide competition for one-act plays. The group performed Contribution by the Black playwright, Ted Shine. Miss McGuire has also worked with the LSUNO Education Department, supplying videotaped classes for their student-teaching program. Miss McGuire believes that English expression should be a daily and living thing -- to convert "English into action."

Marian Owen

Marian Owen is a graduate of LSUNO, class of '63. She has taught for three years, one year at Catherine Burk's Girls School in San Francisco and two years in New Orleans. She has worked in Germany and Korea in Special Service Clubs. At Gateway, Miss Owen has worked with the art and home economics aides. Her greatest effort has been in her area of English, where reading and writing skills have been her constant project. She organized a reading record for each of the more than sixty students with whom she worked. She has been a vital asset to our reading program. She would like to see students at Gateway recognize their true capacity and achieve at that level.

Ronald Taylor

Mr. Ronald Taylor is a graduate of Southern University of Baton Rouge, class of '59. He has had 11 years of experience as a science teacher in the Orleans Parish Schools. His special area is biology. Mr. Taylor has done an excellent job in coordinating

the science program at Gateway. Having done graduate work at LSUNO, he made the necessary contacts to obtain resource people for the science program. He is our second workhorse and is the experienced and reassuring factor on the faculty. Self-improvement is his teaching motto.

James Willis, Jr.

Mr. James Willis, Jr. is a graduate of LSUNO, class of '70. He has been of great service not only in the areas of French and Spanish, but also has served as a type of student counselor. Having a background in languages, he was of great service to both English instructors at Gateway. His philosophy centers around the student -- education serves the student. With Mr. Willis guiding the in-service people, the foreign language area was able to take a step forward. One outstanding feature that he implemented was the use of college texts and approaches in conjunction with high school materials. Knowing that language is a habit, Mr. Willis works on the oral approach. He has been a great help to the Gateway program.

H.G. Rockenbaugh

Mr. H.G. Rockenbaugh is a graduate of the College of Santa Fe, class of '49. He has served as principal of Landry High School in Lake Charles, Louisiana, and Antonian High School in San Antonio, Texas. His teaching experience covers 22 years, with 16 years in the classroom and 6 years as a principal. His work as coordinator has

been very effective in the area of student scheduling and curriculum development. His work with the faculty and resource people has been selfless, considering his daily administrative responsibilities. He believes that students should be allowed the freedom to make mistakes in school, with access to mature and interested teachers who can counsel them, employing the aid of their many years of experience. He has worked very hard for Gateway School.

COMMUNITY RESOURCE PERSONNEL

Gateway High School was able to obtain the aid of seventy-three community people for its first semester of operation. Of the seventy-three aides, twenty-seven of these or 37 percent held degrees. Twenty-four of these, or 33 percent were candidates for B.A. and B.S. degrees. (Juniors and seniors in college.) This is a total of 70 percent college-trained resource people aiding Gateway. The list includes:

Professional people

Ph.D.	1	1 Drama
M.A.	7	3 Biology 3 Social Studies 1 Drama
B.S.	3	1 Science 1 Accounting 1 Religion
B.A.	6	1 Science 1 Home Economics 4 Mathematics
D.D.	1	1 Comparative Religion
LL.B.	9	2 Judges 6 Lawyers 1 Banker

TOTAL: 27

Candidates for Degrees

M.A.	1	1 Liberal Arts
B.S.	4	4 Science
B.A.	19	19 Education
TOTAL:	24	

The remainder of the community aides, (specialists or professionals), provided assistance in varied areas, the majority serving science and social studies. This group contained the community people, and comprised the following personnel: Dr. C. Farrar, Director of Student Teaching, L.S.U.N.O.; Warren Carmouche, Community Organizations; Emma Dejoie, Social Worker, Poverty and the Law; Father Jerry LeDoux, Comparative Religions; Judge Andrew Buccaro, Drug Abuse; Judge Thomas Brahney, Criminal Justice; Lorely Thompson, home economics; and Mary Mansberg, ceramics, to name a few.

The community groups were a vital part of the social studies, science and home economics classes. Working as a team, the regular staff members and the community helpers planned new courses, wrote course descriptions and objectives, organized materials, arranged for space in the community, and ultimately taught the courses as part of the Gateway curriculum.

The success of the community volunteers is due largely to their great understanding and cooperation. The students also attested to their effectiveness. Forty-two percent of Gateway students listed the community classes as the most likeable feature of Gateway.

Only one other aspect of Gateway rated higher in the student survey -- the faculty itself. The "school without walls" could not function properly without the free service of these aides. To date, the resource personnel have given their fullest cooperation.

IV. IN-SERVICE TRAINING

FOR TEACHERS

A visit to Gateway's two sister schools in Philadelphia and Chicago by the Gateway Coordinator and the ranking teacher brought first hand information on the original program, and its first imitator. This information, together with whatever could be found in books and magazines on the school without walls-type school was regularly studied and discussed by the faculty. In this way, a thorough background in the theory of this type innovative program was established.

A one-day workshop was conducted by Mr. John E. O'Dowd, Jr., Director of Secondary and Vocational Education. It dealt with motivation, grading of the students and general organizational problems in establishing the new school.

Another one-day workshop was held before any students entered the program. Interstate School Supply conducted a session on the different types of visual aids, the materials available in the various subject-matter fields for use with these aids, and on the various reading programs available. Mr. Dale Fischer, the local representative for Interstate was instrumental in setting-up this learning activity for the Gateway teachers.

Subject area supervisors were regularly consulted in constructing Gateway subject-matter curricula. Mr. Lewis Vinson, social

FOR STUDENT-TEACHERS AND STUDENT-AIDES

Student-teachers and student-aides from L.S.U.N.O. and Dillard were of invaluable assistance. They met regularly with the Gateway teaching staff in an attempt to improve their classroom techniques.

V. DESCRIPTION OF MATERIALS USED

SOCIAL STUDIES MATERIALS USED

The regular textbooks used in Orleans Parish Schools, were used as reference books only. These texts were too difficult for the students to read. They were: The History of the United States by Wade, Wilder and Ware, and Men and Nations by Mazour and Peoples. Therefore, the Scholastic Scope book services were used as a source of reading material in the history courses. This series used American Adventure Series, volumns I, II, III and IV are written on a sixth grade reading level. It is a multi-ethnic, multi-racial series.

Supplementary materials used in the law courses were the following: Houghton Mufflin's Law Series (a seven book collection of Law and the Individual, Youth and the Law, Consumer and the Law, etc.) Your Rights If Arrested, a pamphlet authored by Rose Drill, the Social Studies teacher was used for supplementary courses.

Much of the material was drawn from the places or areas where the students studied. The ecology classes used publications from the ecology center. The Municipal Court groups used information printed by the court staff. The daily newspaper was used in the Municipal Affairs course.

There is much material available in the community, printed by civic organizations for the use of the public. If this material can be incorporated in the classes it provides more realism within the subject.

SCIENCE MATERIALS USED

Astronomy

Materials used in the program included the following:

Astronomy Texts

Astronomy Reference books

Astronomy charts

The observatory

Lectures by Louis Epstine (Physics Department)

Periodicals

The students spent thirteen hours at Louis Epstine in an Astronomy class, and two hours per week at the center in seminar and research work with the staff.

In addition to Mr. Epstine classes, each student was assigned to a tutor for additional help in Astronomy or any related General Science field.

Biology

Materials used in the program included the following:

Audio visual aids

Biology texts and reference works

Charts

Cultures

Microscopes

Mounted specimens

Prepared specimens

Refrigerators

The Biology sub-courses were centered around the structure and function of living organisms. The students and the instructors worked out the behavioral objectives. Most of the materials used were obtained from the universities. The students did not receive a special text book, but used several reference books and pamphlets. To reinforce subject area learning, and to assist in problem solving, audiovisual aids were used.

Chemistry

Chemistry was conducted in two phases, class lectures and laboratory sessions. In the couse of the lessons, it was discovered that the students were poor in mathematics. Therefore much class time was spent in working problems in chemistry. Detailed explanations and illustrations of each principle were presented to aid the slower student.

Lab classes were conducted at Dillard University. All of the chemicals and laboratory equipment were either lent or donated through the courtesy of Dillard University.

General Science

The general science area comprised courses taught in the center and courses taught on the campuses of the cooperating colleges. For research, the students used books from the public library. Microscopes and prepared specimens were from L.S.U.N.O. The students were taught that whenever possible, they should obtain their own cultures. All prepared mounts were also from L.S.U.N.O's science department.

Universities Cooperating in Science Program

At Dillard University, the students had the use of a chemistry laboratory and the chemistry equipment in it. At L.S.U.N.O. the biology laboratories, and the observatory was open to Gateway students at certain times for the purpose of enriching their astronomy course. At Dillard the students had access to microscopes also, and to prepared mounts and living cultures. The University also supplied the students with chemicals and other standard biological equipment.

At L.S.U.N.O. the students were assigned to a physics lab, to a biology lab and to three classrooms. Biological supplies and equipment such as microscopes, dissecting equipment, prepared specimens and cultures were made available to Gateway students.

At Xavier University, every student had an assigned microscope, and each student was assigned a lab desk with the basic lab equipment. Chemicals and biological materials were placed at their disposal.

Language Arts - Reading Program

At the time Gateway was opened in January the reading program consisted of the programmed Achievement Units available through the Hoffman Reading program.

The students who seemed to be having difficulty in basic

communications were allowed to work with the reading machines in addition to attending their regular classes.

In an effort to raise the comprehension level of the students during the second quarter, the reading lab was set up in the same area as the basic communications class and membership in this program was determined in several ways. If a student had been scheduled in the reading program in January, he was then rescheduled into the reading lab. Any student who was unable to attend an English class for five hours a week because of a scheduling conflict, was allowed to attend the joint meeting of the reading lab and basic communication class. Also included were students who may have been scheduled for a three hour basic communication class and a one hour community class. This type schedule left one additional hour into which reading was scheduled.

Once the reading program was set up, the objectives for the program were established. It was hoped that the concentrated reading materials would assist the student in achieving the behavioral objectives established in the area of writing. Attached is a copy of a list of the materials used in the reading lab.

Materials

The materials available in the reading lab ranged in grade level from second year in elementary school to fourth year in college.

The following programed and unprogramed texts were an integral part of the reading program:

A. Programed

1. Hoffman Reading Machines
   Achievement units 100, 101, 102, 106

2. The Checkered Flagg Series
   Scramble
   Flea
   Grand Prix
   500
   Wheels
   Bearcat
   Smashup
   Riddler

3. Happenings by Field Publications, Inc.
   Chili Peppers
   The Pancho Villa Rebels
   Ratrap
   The Jokers Wild

4. One Thing at Once
   Two Blades of Grass
   Three O'Clock Courage
   Four Corners of the Sky
   Five Works Long
   Six Impossible Things
   Seven is a Handy Figure
   The Eighth Day of the Week

The programed tests listed above were high in interest as they relate to life in the inner city. This is particularily true of the Happiness Series.

5. The Dream Awake (sequential and cronologically organized film strip and record telling of the history of black people in America.

6. Black Experience (records of black literary contributions recited or read by well known authors or actors.

B. Nonprogramed Tests

1. Each month the most recently published periodicals

were purchased in academic areas, as well as those magazines and paperbacks dealing with subjects of popular and personal interests.

2. The special fund afforded this program which allowed us to purchase additional educational materials certainly must be considered an important, positive factor since frequent and regular personal contact was not possible.

   The list that follows is a sampling of those books made available through the fund for educational materials:

   Jobs
   Medium is the Message
   The Catcher in the Rye
   The Strawberry Statement
   Jubilee
   Yes, I Can
   Cool Cos
   Malcolm X
   The Life and Teachings of Martin Luther King
   His Eye is on the Sparrow
   Manchild In the Promised Land

3. Scope Magazine

4. Art and Man (periodical)

The open lab proved very successful in demonstrating the unity of all knowledge and in showing the important role that language plays in all subjects. Through the transference of the information acquired in the reading lab to the skills of writing, the students made remarkable strides in merchanics and comprehension due to the reality brought to the formerly atomized study of language. This kind of correlating really demands much personalized instruction, a non-existent commodity in a class that numbers more than fifteen.

ARTS AND CRAFTS

Materials for the art course and the jewelry making were the standard items purchased at any crafts supply house. The instruction was carried on by the community resource person who made use of privately owned books and specialized equipment.

HOME ECONOMICS

Available kitchen facilities and sewing machines belonging to St. Mark's Community Center were used by the Gateway Program. The only items purchased with program funds were yarns, paraffin and groceries.

VI. DESCRIPTION OF PROGRAM IMPLEMENTATION

The staff was on a first-name basis with the students. The purpose of this practice was to attempt to eliminate the artificial barrier which titles sometimes tend to erect. The staff is of the opinion that this practice did make for an easier, more meaningful relationship between the faculty members and the students.

Many of the students were drawn from social conditions which lacked adult figures for proper identification. In the system at Gateway, staff-student contact was necessarily frequent. As a result, the student came to know and love individual teachers who served as mature, adult figures with whom they could and did identify.

Though there was no certified guidance counselor on the staff, the frequent contact between teacher and student which resulted from the small enrollment and the close cooperation between teacher and student resulted in many opportunities for guidance. The staff considered this aspect of the program to be one of its chief benefits. The very nature of the program provided the student with opportunities to work closely with an adult.

VII. PLAN OF EVALUATION

The staff found the indicated guidelines for the evaluation to be excellent. The program objectives were found to be specific and admitted of evaluation.

There was nothing that the staff would have changed in the whole process.

There is great wisdom in hiring the staff for a new program early enough in the history of the program so that planning can be effected and the structure organized before the program participants are admitted for the fully-functioning phase.

There is also great wisdom in maintaining teachers on a 12-month basis, particularly in the early years of an innovative program. After evaluation has been effected, planning for the coming year can be undertaken.

VIII. EVALUATION RESULTS

The Reports on the reading and writing program in Section XIV bear out the often dramatic improvements realized by many of the students.

The seventy-three community resource people who worked with the 101 students in the program covered a broad spectrum of career opportunities which the Gateway student would not otherwise have had.

The Gateway Survey revealed a significant attitude change as far as self-image was concerned. Fifty-four percent of the students at Gateway asserted that after attending Gateway for one semester, they came to think of themselves as having more ability than they formerly thought that they had.

Increased attendance would indicate that the program had succeeded in recapturing or creating in the student a desire for learning. The great variety of facets in the experimental learning program is credited with re-kindling or strengthening motivation for many of the students.

Of significance also, is the fact that there was not a single incident of inter-racial disharmony in the semester that the Gateway students functioned in the program. In fact, a great family spirit developed among the students and staff. This

development is only natural in a program which stresses the development of responsible assumption of one's role in the community, whether it be the family, the city or the school.

The faculty members whole-heartedly endorse the continuation of the program, and have all elected to return to work in the program if it is refunded. The one faculty member who will not return chose to pursue graduate studies under a scholarship next year--a commendable end in itself.

IX. - CHANGES NOTED IN STUDENTS - CONCLUSIONS - RECOMMENDATIONS

CHANGES NOTED IN STUDENTS

The following are some of the changes in students noted by the faculty as the program progressed from the third quarter through the fourth quarter.

1. An adjustment to the new freedom offered by the program became necessary. At the end of the third quarter, eight students who by their repeated absences indicated their inability to handle the new freedom in spite of much counseling were asked to return to the regular district school from which they had come to Gateway.

2. Attitudes toward subject matter areas changed. Many students put in additional time on the reading machines during their own free time, and sought help from the teachers in subject matter areas.

3. Attitudes toward faculty members changed. The fact that the faculty was on a first name basis with the students might have had something to do with effecting this change. However, the staff attributed this change to the constant willingness of the teachers to be of service to the students in whatever way was necessary.

4. There was a marked, and in some cases remarkable improvement in the students' reading ability. The study of the reading program as presented in Section XIV provides data to bear out this observation.

CONCLUSIONS

The following are the conclusions drawn by the faculty as a result of the evaluation.

Program

1. Following Title I guidelines resulted in a virtually completely segregated program. The staff considered this situation to be undesirable, since it limited the opportunity for interrelation between the whites and the blacks.

2. The community resource people associated with the program developed a greater understanding of the students and their problems than they had prior to their contact with Gateway students.

Faculty

1. For a first-year program, the staff was too small to handle all the detail that goes into the planning and implementation of an innovative project. Therefore, the teacher-pupil ratio should be smaller during the first year of a program than it would have to be in succeeding years, once the program is established.

Students

1. Many of the students improved their self-image as a result of working in the Gateway program.

2. The students in the program had profited from greater exposure to the multiple career opportunities in their community classes.

3. A significant number of students improved their basic skills. This contention is borne out in the reading report in Section XIV and in the basic skills report in the same section.

4. The students gained a greater familiarity with the city they live in and gained confidence in successfully coping with new day-to-day situations.

Students

5. The students gained a greater realization of the relevance of subject matter to life.

6. There was a direct correlation between student attendance and reading skills in the reading program. Those students who attended reading classes regularly realized an improvement. Those students whose attendance was lax, did poorly, some of them to the point of retrogression.

7. The students who prove incapable of using the broad freedom found in the Gateway program should be returned to their regular district schools at the end of the six-week period during which this discovery is made.

N. B. SPECIAL OBSERVATION

In view of the eight objectives of the program stated in Section I, of this evaluation, the staff feels that the program achieved its objectives. This, in spite of the handicap of working in a program whose equipment funds were frozen by Baton Rouge authorities. The only equipment purchased with School Without Walls' funds is a set of six five-drawer filing cabinets. No other equipment for the program could be purchased, other than instructional supplies. Thanks to the graciousness of Dale Fisher, Interstate School Supply, the program was able to borrow three reading machines and a tape recorder to implement rather tardily, a much needed reading program.

RECOMMENDATIONS

The staff unanimously makes the following recommendations.

Program

1. That the program continue under the supervision of the Assistant Superintendent for Instruction, since it deviates from the ordinary patterns of school district procedures.

2. That the student body be increased to 180 students, and that the program comprise tenth, eleventh and twelfth grades, and comply with the standards for an approved senior high school.

3. That the staff of a new program be hired well in advance of the opening of the program to make possible effective advance planning.

4. That the program be withdrawn from Title I funding and assumed by the Orleans Parish School Board, in order that the student population be not segregated. A segregated student body results from following Title I guidelines.

5. That recruitment of students be effected through advertisement in public newspapers since recruitment through the schools is not possible during the summer, and the 1971-1972 student body must be established before August.

6. That a new program be provided funds for a smaller teacher-pupil ratio than would be maintained in an ongoing program.

7. That greater parent involvement be incorporated in the program in such areas as policy setting, extracurriculars, etc.

8. That learning in community classes be monitored in seminars at the center on a regular basis.

9. That the program award credit by 1/6 or a unit, at the end of each unit which is organized and taught on a six-week basis.

10. That a student be given credit for a unit after having completed the behavioral objectives of the unit, regardless of the time spent on the unit.

Faculty

1. That the same selective process of employment be continued in future staff hiring to ensure the compatability of personalities required of staff members in order to cope with the added stress of an innovative program.

Student

1. Open Gateway program to all students in Orleans Parish schools. This would make for an intergrated student body, and would give students of varying interests and abilities the opportunity of entering the program.

2. Return to his regular district school at the end of any six-week period, any student who has proven, in the opinion of the faculty, incapable of assuming the responsibility required in the Gateway Program.

X. DISSEMINATION TECHNIQUES

The Gateway Program was publicized through all news media. Even before students were admitted, the public was made aware Gateway School.

After the inception of Gateway, it was necessary that the public be kept informed of progress in program implementation. The first step in the campaign was to talk to the counselors and principals of the Title I schools from which the program would draw students. With the counselors principally, aims and objectives were discussed, and counselors' questions on the nature of the program were answered. Posters were displayed on the campuses of each of the Title I High Schools, and the counselors were given brochures and application blanks for students desirous of entering Gateway.

In early January, WDSU TV did an interview with the Gateway faculty for an evening news spot. The "Vieux Carre Courier" had a writeup on the opening of the new School Without Walls. On January 7, 1971, the "Times Picayune" carried an article on the Gateway School. The official organ of Orleans Parish School Board, "Dialogue," featured Gateway in its January issue, and in the April issue carried the announcement of the original coordinator's successor, H. G. Rockenbaugh. Attached to this report are copies of these articles.

In February, WWL TV ran a news report on the evening news. On March 18, the Coordinator, H. G. Rockenbaugh, appeared on WYES TV "Here and Now" to discuss the Gateway Program. In April, Dr. Cowan, Superintendent, in his regular monthly appearance on the "Midday Show," included a report on Gateway's innovative nature, illustrating his report with color footage and stills.

During the month of May, the "States Item" did an illustrated story on the Gateway School.

Although the Gateway Program has been adequately covered by the news media, this coverage has represented only a small part of the total coverage of the program. Perhaps our greatest aid in this area is personal contact with the public. The students were our best ambassadors of goodwill. Then there were the faculty members, and the host of community resource personnel, from all professions, all areas of endeavor. The writers of the evaluation consider the part played by personal contact and personal selling of the program to have been the most effective and therefore the most valuable.

XI. VISITS AND PURPOSE

The The program was visited on a regular basis by personnel who were periodically consulted by the staff, such as subject-matter supervisors with whom the various faculty members maintained virtually constant communication.

Other visits by different local and state staff members occurred from time to time. There follows a listing of the different officials who visited the project, the date of their visit and the reason for their visit.

Officials visiting	Date of visit	Purpose of visit
Dr. M. F. Rosenberg, Jr.	January 29, 1971	To view and study the program in early stage.
Dallas Picou and Jo Ann Richards	March 1, 1971	To confer with the co-ordinator on program progress.
Paula Platt and team	May 25, 1971	To discuss the evaluation of the program.
John E. O'Dowd, Jr.	Every week	To maintain a personal supervision of the project and its administration.
Accreditation Team La. Education Agency	April 27, 1971	To study the innovative aspects in view of accreditation in the 1971-1972 school term.

The visits charted above were visits of LEA or SEA officials to the program for the purpose of on-the-spot observation or consultation.

In addition to this type visitation, the staff conferred extensively with Orleans Parish supervisory personnel, with local University staff members in particular, and with anyone they thought capable of competently advising on the Gateway Program.

XII. COMMUNITY INVOLVEMENT

The basis for Gateway's successful operation is community involvement. In other sections of the evaluation, the nature of courses taught by community resource people was discussed. However, there has been involvement through other than teaching. Many different organizations such as businesses, colleges and federal offices have donated space in which classes were held, thereby effecting a saving in rent money for the new program. Some specific locations used were: Muncipal Court, the Court Library, National American Bank, Criminal Court, L.S.U.N.O., Southern University, Dillard University, and Xavier University.

Parent involvement was limited due to the half-year of operation. Two parent-teacher conference nights were held. In the first meeting the staff sought to answer questions which the parents asked about the program, to explain more fully the philosophy and operation of Gateway, and to discuss their individual sons and daughters with them.

The second meeting occurred at the end of the term. The parents had questions about the continuation of the program and about the closing procedures for this year.

Both meetings were fact-gathering for the parents. The staff can foresee the possibilities of involving parents in the actual planning of some of the work at school. Parents with particular talents could aid students interested in specific areas. A parents group could

help in some of the policy decisions regarding discipline, and could serve on student-faculty committees for teacher hiring or for program expansion.

Parents could also prove to be of valuable assistance in contacting resource people in the community. This is a long-range plan which will be implemented in the fall. There is need and there are great opportunities for increased parental involvement in the program.

XIII. EFFECTIVENESS AS TO COST

In accounting for the program, Mr. John E. O'Dowd, Jr., Director of Secondary and Vocational Education, reported that the cost of operating the Gateway Program is less than the cost of operating Orleans Parish's two "small" high schools, Benjamin Franklin Senior High School and McDonogh No. 35 Senior High School. As for the cost compared to the financing of the remainder of the high schools in the city, Gateway's costs are comparable on a nine-month basis.

XIV. REPORTING

1. THE READING PROGRAM

1. Orleans Parish School System
2. H. G. Rockenbaugh, Coordinator, 1800 Hector Avenue, Apt. 48
   Gretna, Louisiana 70053
   Phone (504) 367-1121
3. "The School Without Walls" - Gateway High School
4. Project initiated - September 1, 1970
5. Project terminates - August 30, 1971

The objectives of the reading program at Gateway High School were twofold. The first objective was to provide remedial reading assistance for any student who was reading one or more years below his grade level. The second was to provide language arts instruction in a combined reading program and basic communications class for those students who needed supplementary hours to complete the five hours a week required in language arts.

The reading lab was housed in a large room with the language arts lab. On the east side of the room were set up two large formica tables upon which were placed the reading machines. The reading achievement units used in the reading machines, books and periodicals and the students' reading record cards were arranged on a cart in the same area. The services provided were in keeping with the principle of self-direction and discovery which allowed the student to choose the reading materials that he found interesting. Many materials were

provided from which his selection could be made. The Hoffman reading machines were made available from January 26, 1971, through May 30, 1971, and proved to be quite popular with the students and consequently became a valuable instructional tool. The student entered and selected his reading achievement unit for the day which consisted of the following sections:

a) Story

b) Flash on Facts

c) Mirror on Meaning

d) Spotlight on Sounds

A more complete set of units was needed to enlarge the number of grade levels represented. If the reading machines were occupied by the early arrivals, the remedial students as well as others attending the lab chose current newspapers or magazines and recorded their readings on a card on file for that purpose. In this way, the element of choice was a constant factor in their reading instruction. During the second quarter the following high-interest materials for slow readers were acquired: The Checkered Flag series, The One Blade of Grass series and The Happenings.

Gateway High School's reading lab accommodated eighty participating students. Formerly attending Title I schools in the city of New Orleans, these forty-three Gateway tenth graders and twenty-seven eleventh graders collectively attained a median achievement level of fourth grade when tested in February. As a group, these forty-

two girls and thirty-eight boys were slow learners, and collectively demonstrated their inability to function as a member of a large group, because their individual needs were so great and varied. One student, a chronic discipline problem, began reading and was never heard from again ... for disciplinary problems, that is! He began asking for books, and even though a loud conversation raged about him, he was engrossed in his book. (The books were The Happenings which presented stories about teenagers who live in the inner city.)

The reading lab was staffed by Miss Marian Owen, a certified English teacher with a B.A. in social studies and English and four years teaching experience, two of which were in reading at Karr Junior High School in New Orleans.

She conducted a student-directed reading lab. After the completion of a packaged reading unit, periodical or book which the student had chosen for the day, the material was corrected or reviewed. The reading lab was open from 8:30 a.m. through 3:15 p.m., Monday through Friday. Whenever a reading machine was not in use, any student with free time could use the machine.

MEAN GRADE PLACEMENT FOR COMPREHENSIVE TEST OF BASIC LANGUAGE SKILLS

	February, 1971	May, 1971
Comprehension	5.4	5.9
Expression	5.2	6.0
Mechanics	6.8	7.5
Vocabulary	6.0	6.3

In an effort to evaluate each student's understanding and effective use of language the Comprehensive Test of Basic Skills (CTBS, Level four -- FormQ) was administered to the student body in February, 1971. The test attempts to measure systematically those skills prerequisite to studying and learning in language arts courses. The CTBS covered vocabulary, reading comprehension, mechanics, and expression. These tests were scored for Grade Equivalency and the scores kept on file. Seventy-four out of the 121 students were present for the testing in February. Thirty-nine sophomores' and thirty-five juniors' test results indicated that sixty-six of our students were at least one year below grade level placement at that time. Results also revealed that our students were weakest in reading comprehension and expression (choice of correct usage items). The scores ranged from 2.0 to 13.6 which is equivalent to first year college on the CTBS scale.

In May, 1971, of the school year the CTBS (Level four -- Form R) was administered to the student body. As before, vocabulary, reading comprehension, mechanics, and expression were the areas tested. The objective of the second test was to compare Grade Equivalency scores obtained in May to those achieved in February and determine student progress. Total student enrollment in May was 105. Eighty-six of these were present for the test in May. A breakdown of the test batteries indicated that forty-three students had advanced four months or more in vocabulary; forty-seven in expression; twenty-eight in mechanics and twenty-seven in comprehension. The median score in reading comprehension

in February, 1971, was 5.4 months. The median score in reading comprehension in May, 1971, was 5.9 months. The median score in expression in February, 1971, was 5.2 months and it rose to 6.0 months in May. In mechanics the test scores rose from 6.8 in February to 7.5 in May, and in vocabulary they jumped from 6.0 in February to 6.3 in May. The test results show that the students had made a gain of one month or more for each month of their participation in the Gateway program.

Specific examples of the proficiency gained are listed in the chart below.

NAME	COMPREHENSION (February Score)	COMPREHENSION (May Score)
Johnson, Raymond	5.8	7.5
Johnson, Sandra	4.2	6.4
Lewis, Brenda	3.5	4.5
Parker, Alvin	5.8	7.5
Watson, Lolita	3.5	6.4

Attendance was directly related to achievement. The students tested above attended reading classes regularily, as well as the language arts lab held simultaneously in the same room. Those students showed an improvement, whereas those students who did not attend class showed a marked decrease or remained the same in the area of comprehension. The students attending both classes had the experience of inter-relating their reading and writing and showed a gain of four months or more in the area of mechanics as well as comprehension.

12. Cost of Materials Used:

Hoffman Reading Program	$500.00
Answer Books	19.95
Scope	30.00
The Happenings	10.80
Checkered Flag Series	179.36
Kaleidescope Series	12.84
Periodicals	47.97
The Black Hero	40.50
The Dream Awake	184.00
The Black Experience	182.70
Art and Man Series	60.00
Synonym-Antonym Dictionaries	18.00
Dictionaries	75.00
Thesauruses	75.00
Jobs	27.00
Imagination	65.25
Consumer Education	22.50
Paperbacks	58.09
Synopsis	26.25
TOTAL	$1,635.71

XIV. REPORTING

2. THE WRITING PROGRAM

1. Orleans Parish School System

2. H. G. Rockenbaugh, Coordinator, 1800 Hector Ave., Apt. 48
   Gretna, Louisiana 70053
   Phone (504) 367-1121

3. "The School Without Walls" -- Gateway High School

4. Project initiated--September 1, 1970

5. Project terminates--August 30, 1971

The objectives in the area of basic skills were established for the entire language arts department when Gateway School opened in January of 1971. During the second quarter a special project in basic skills was devised. It was decided that all of the basic communications courses and reading courses taught by Marian Owen were to be combined into one jointly held class. This class was to tkae the form of a language arts laboratory, with particular emphasis on the written aspect of language.

The behavioral objectives of the lab delt with the improvement of the mechanics of writing. Listed is a compilation of the skills which the student was to acquire upon the completion of the quarter:

1. The learner should be able to identify a sentence, given a list of sentences and fragments.

2. Given a list of sentences lacking punctuation and capitalization, the student should be able to supply the mechanics needed.

3. Given a specific topic, the learner should be able to write a well-organized paragraph which includes a title, a topic, sentence, a body and a closing sentence.

4. The learner should be able to construct and identify a well written narrative, descriptive or expository paragraph.

Once the objectives were established, the students were to select an objective each day and to complete an exercise provided for the development of the indicated skill. This procedure allowed some freedom in the selection of the kind of work the student could do each day.

A variety of teaching methods were utilized in implementing the program. Because of the personalized nature of the instruction, a combination of traditional and innovative methods could be used. The following methods of instruction were employed in private sessions in addition to the lecture method: deductive method, inductive method, organic method, structural linguistics approach, atomized linguistics approach and aural-oral linguistic approach.

The services provided in this laboratory far exceed those available in the traditional school. The class membership of fifteen was composed of both tenth and eleventh graders who attended the class three to five hours weekly, depending on their community classes in language arts.

During the nine-week period in which the lab was in operation, a wide assortment of audio-visual materials were used to enhance the instructional program. Some of these were, filmstrips, opaque projectors, movie projectors, etc.

The fifty students participating in the language arts lab activities were between the ages of fifteen and nineteen and came from the Title I high schools of New Orleans. The reading achievement level of this group of thirty-seven tenth graders and thirteen eleventh graders was low. The overall median grade placement was fourth grade. All but three of the students had encountered some problem in adjusting to the traditional classroom situation.

The personnel staffing the language arts lab included one certified English teacher with four years of teaching experience, and one student teacher from LSUNO who was available for helping in the morning classes two days a week. Both the teacher and the student teacher reviewed the student themes each day.

One of the reasons for combining the two phases of language arts, reading and writing in the same lab setup was to conserve manpower in an understaffed program.

Following is a table illustrating progress made by the students in achieving some of the behavioral objectives set forth, namely, recognizing sentences, punctuating properly and composing a well organized narrative, descriptive or expository paragraph.

In an effort to evaluate each student's understanding and effective use of language, the Comparative Test of Basic Skills, level 4, Form Q, was administered in February of 1971.

The test is designed to measure those skills requisite for studying and learning in language arts courses. The CTBS tested vocabulary, reading, comprehension, mechanics and expression. These tests were scored for grade equivalency and the scores filed. Seventy-three of 121 of our students were present for the testing in February, thirty-six sophomores and thirty-seven juniors. Test results were at least one year below grade level at the time the test was taken. Results also revealed that our students were weakest in reading comprehension and expression and choice of correct usage items. Scores ranged from 2.0 months to 13.6 months which is equivalent to first year in college.

Using the test evaluation as a guide, the language arts department aligned itself with the reading department. In an attempt to raise the comprehension level and language mechanics, the language arts lab was set up. The department had as primary objective, getting each student to recognize and to be able to write a complete sentence. The reading section, through extensive use of the Hoffman Reading Machines, made increased comprehension its goal through reinforcement of theme ideas in the reading materials and in the repetition of these ideas in different reading units.

In May of 1971, the CTBS, level four, Form R, was administered to the student body. As before, vocabulary, reading comprehension, mechanics, and expression were the areas tested. The objective of the second test was to be able to make a relevant comparison of grade equivalency scores registered in February.

The total student enrollment had dropped to 105 in May. Eighty-dive of the 105 students were present for the test in May. The breakdown of the test batteries indicated forty-three students had increased four months or better in vocabulary; forty-seven in expression (correct usage); twenty-eight in mechanics; and twenty-seven in comprehension. A total of seventy-two of the eighty-five students tested advanced 4 months or more in Grade Equivalency score. Some examples of these scores are:

	MECHANICS		EXPRESSION	
NAME	FEB.	MAY	FEB.	MAY
Wide, Anthony	7.3	11.9	6.4	7.3
Sykes, Stanley	7.3	9.3	3.6	5.4
Givens, Victoria	2.0	4.1	2.9	4.9
Thomas, Joe	5.9	9.9	3.6	6.4
Womble, Phyllis	6.3	7.8	2.9	4.5

These successes were particularly gratifying when we consider that the school's philosophy of relying on the student's own motivation to attend class is clearly affirmed by such achievement rewarding dedicated attendance.

The teacher in the language arts lab was able to observe changes in mechanics and expression in the work of the students, as indicated in the above table. One of the students, Victoria Givens, a tenth grader, reading and writing far below her grade level, showed great improvement in the areas of language mechanics and expression. Her greatest gain, however, was in comprehension. Victoria elected to take a poetry course with a black, female journalist, a resource

teacher from the community. As a part of the course, she produced a poem in which one is able to observe the development of expression, this considering that her reading level was diagnosed at third grade, fifth month in the February testing. Here is the poem:

TO BE BLACK

To be black and let the
wind blow on my skin

To have this feeling
within

To hold my head up to the sky
and say

Will I be black after I die?

To be black is a big responsibility--

To be a whole person

To live and to love and to be loved in return.

We, as black people, sometimes think that we are free.

Black man, Black woman, Black child...

Freedom isn't free...you have to pay the price,

You have to sa-rifice,

Freedom isn't free.

In response to a request that the students write a complete sentence early in February, Stanley Sykes wrote the following "sentence": "The big game at Tulane." By the end of May, Stanley was writing complete sentences as evidenced by this example: "Rev. King was full of pride for his people."

The success of the basic communications lab is still being assessed. But it has certainly proven itself to be a valuable in teaching language arts skills.

Cost for Materials Used:

Scope	$30.00
The Happenings	10.80
Checkered Flag Series	179.36
Kaleidescope Series	12.48
Periodicals	47.97
The Black Hero	40.50
The Dream Awake	184.00
The Black Experience	182.70
Art and Man Series	60.00
Synonym-Antonym Dictionaries	18.00
Dictionaries	75.00
The sauruses	75.00
Jobs	27.00
Imagination	65.25
Consumer Education	22.50
Paperbacks	58.09
Synopsis	26.25
Total	$1,114.90

XIV. REPORTING

3. PROJECT IN NON-ACADEMIC AREA - DRAMA

1. Orleans Parish School System
2. H. G. Rockenbaugh, Coordinator, 1800 Hector Avenue, Apt. 148
   Gretna, Louisiana 70053
   Phone (504) 367-1121
3. "The School Without Walls" - Gateway High School
4. Project Initiated - September 1, 1970
5. Project Terminates - August 30, 1971

The students in the Gateway program found that they enjoyed a school which enabled them to relate learning to life. Because some students felt that there was no better mirror on life than drama, the Gateway Players were born. In February of 1971, after the initial period of orientation in the new school program, several of the students expressed a desire and showed a talent for acting. There were also numerous students who had behind-the-scenes stage experience. The group began with twenty-six interested students, fifteen girls and eleven boys, all of whom were from Title I schools, and ranging in age from fifteen to eighteen years of age.

At its first meeting, the group decided unanimously to call themselves the Gateway Players. Then, in committee, they set the following objectives for the group:

1. To gain experience in acting
2. To learn about the different facets of drama

3. To be a ready resource group for program material for weekly Gateway Gatherings
4. To share its work in drama with other schools and with community groups, in an effort to establish rapport between the new school and other more established schools in the community.

Miss Pat McGuire served as Director of the group. Miss McGuire was a former president of the Dillard University Players Guild. She has performed with the drama group at Tulane University. She is a member of the resident acting company of the Dashiki Project Theatre based in New Orleans, and she has served as vice-president of the Speech-Theatre League of Orleans Parish Schools.

Much of what was done in the beginning was limited to improvisation, pantomime, and exerpts from full-length plays. But the students were enthusiastic about the activity. Scope Magazine, received by the language arts department, was an excellent source of good one-act plays. Equipment and materials were limited to things on hand. The group was fortunate in having a stage in the gymnasium at the center. This area provided the setting for the work done in dramatics. The weekly Gateway Gatherings furnished an opportunity for the Players to share their talent with the rest of the student body. They were always enthusiastically received.

In April, the Players decided to begin working on a one-act play to enter in city-wide high school competition in the annual Speech-

Theatre League Tournament sponsored by the speech and English teachers in the Orleans Parish School System.

Contribution, a one-act play by Ted Shine, was selected by the Gateway Players. This particular play was chosen because its plot is relevant to our times, the cast was small, and it fit into the twenty-five minute time limit set by the tournament regulations.

Parents were enthusiastic about the project, and they provided the props needed, viz. dishes, ironing board, kitchen utensils, rocking chair, table cloth, etc. The student aides from Dillard and L.S.U.N.O. volunteered their time and lent a hand with the rehearsals.

When the production was ready, a live audience was sought. Andrew J. Bell Junior High School, one of our neighboring schools, interested in what the Players were doing, invited the group to perform for its student body. For the Bell performance, in addition to the one-act drama, the troupe presented a dance and a poetry interpretation. The whole program was called "A Now Experience".. It was well received at Bell Junior High, and word soon spread that Gateway Players had an excellent show. Other invitations to perform were received from Bethany Methodist Church in New Orleans, the Desire Community Center (serving New Orleans' largest ghetto area), and the Treme Community Center. The Gateway Players performed at all of the above places and as always, were well received.

On May 7, 1971, the Gateway Players participated in the Speech-Theatre League Tournament and received the First Place trophy for superior dramatic presentation. The players were rewarded for a job well done, and they helped to motivate many students to join dramatic groups which might foster their interest and develop their ability in this field.